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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with teenagers and adults who express interest in self-assessment and career planning. The goal of this module is to provide participants with the knowledge and skills necessary to help students clarify their values and skills by eliciting their unique perceptions. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

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CLARIFYING AND ARTICULATING INDIVIDUAL VALUES AND SKILLS FOR CAREER PLANNING

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NATIONAL INSTITUTE OF EDUCATION

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MODULE 36

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INTRODUCTION

MODULE GOAL AND OBJECTIVES

MODULE GOAL

To provide counselors, teachers, and other guidance personnel with the knowledge and skills to clarify a student's values and skills by eliciting the student's unique perceptions. A participant who has successfully completed this module can help other persons describe what they want and what they can do. The methods work best with teenagers and adults who express interest in self-assessment and career planning. The methods can be used with individuals being seen singly or in classes and other group settings.

MODULE OBJECTIVES

When you have successfully completed this module, you will be able to:

1. Describe the benefits of individualizing the process of clarifying career-related values and skills.
2. Use individualized techniques to help individuals identify and describe their career-related values.
3. Use individualized techniques to help individuals identify and describe their career-related skills.
4. Devise a means of adapting the individualized methods for use in other settings.

MODULE OUTLINE

APPROXIMATE TIME	ACTIVITY	OBJECTIVES
1 hour	Introduction Comparing two self-report methods to discover some benefits of individualizing clarification processes.	1
2½ hours	Clarifying Values Using an Individualized Technique to Clarify Values	2
1½ hours	Identifying Skills Using an Individualized Technique to Identify Skills	3
1 hour	Application Adapting the methods to other settings	4

GLOSSARY

Career - The pattern of activities and experiences that makes up a lifetime of work, learning, and leisure. The term is broadly defined to include occupational and educational choices and patterns as well as other aspects of a person's life--her/his personal and social behavior, learning to learn skills, social responsibility or citizenship, and use of leisure time.

Career development process - The life-long process a person undergoes as she/he gains skills in setting goals and in developing, implementing, evaluating, and revising plans to define a career and deal with life problems and opportunities.

Class of referents - A type of referent which takes a given form. For instance, TSU's make up a class of referents. Specific people named by an individual make up a different class of referents. Referent: An event or object which can be recalled, imaged, and related by the individual to his or her direct experience.

Decision-making - A systematic process in which various data are utilized and analyzed according to explicit procedures, and outcomes are evaluated in terms of desirability.

Normative methods - Methods which use a comparative base which specifies dimensions upon which many people can be compared.

Personal construct - An individual's representation of part of his or her universe. A means by which a person views the world of events. A dimension used by a person to distinguish something from something else.

Skills identification - A series of activities whereby a person recognizes and lists a number of his or her skills previously used and capable of being reused.

GLOSSARY

(continued)

TSU (Time-Space Unit) - A personal experience bounded by a given time period and a given physical space where the person was located during the experience.

Usable skill - A function or activity performed by a person which achieves a desired outcome. To be usable, that function can occur again and again in several settings.

Value - An object or quality deemed by a person to be very worthwhile as either a means or an end.

Values clarification process - A process whereby a person articulates what objects or qualities she/he deems to be very worthwhile.

REASONS TO INDIVIDUALIZE
WHEN CLARIFYING VALUES AND SKILLS

Why do some people always seem to be in the right place at the right time? Why do some people take advantage of a fleeting opportunity while others vacillate in an ambivalent state until the opportunity has passed? Why do some people go ahead and act on their own hunches while others continually seek more advice from experts when personal choices are required?

We might say these individuals are just lucky, but it is more likely that they are effective decision-makers. Gelatt, Varenhorst, Carey and Miller (1973) characterized skillful decision-makers as individuals who recognize their own personal values, use relevent information and have effective strategies for converting the information into action. The purpose of this module is to provide methods for helping others recognize their career-related values and usable skills, thus adding to their decision-making effectiveness. While there are a number of methods and tools for helping individuals assess their personal values and abilities, few emphasize the individualization of the process as much as does this module. This emphasis on an individualized process is intended to overcome some of the deficiencies of standardized methods which use predetermined scales for self-assessment. Contrasted to the individualized methods taught in this module, standardized methods -- or normative methods -- emphasize comparing the responses of an individual with those of a group. To this end, specific standard scales are developed and administered to a large "norming population." The pattern of responses given by this group becomes the established norm for that scale. All future responses are then compared to the original, normative pattern, and scores represent the amount of proximity to, or deviation from, the norm. Such standard scales are usually found on "tests" or

Skillful decision-makers recognize own personal values and usable skills

Individualizing process

"inventories." Normative methods often ignore the uniqueness of each individual and the vast diversity characterizing humans. The individualized methods described in this module start with the assumption that each individual is unique and perceives self and environment in ways unlike those of any other individual. This assumption leads to a self-assessment process wherein the individual identifies his or her own words and concepts for viewing what has been happening and what is expected to happen. Methods for eliciting the ways an individual views self and environment have been adapted from methods developed by George Kelly (1955), John Crystal and Richard Bolles (1974). These methods start with a person's recollection of past events in her or his life. The unique perspectives of the person are then elicited by a process whereby the person distinguishes among these past events and then identifies values and skills using the dimensions which had been named to make the earlier distinctions.

Each individual is unique

Start with past events

Distinguish among past events

Drawing upon the theories introduced in George Kelly's The Psychology of Personal Constructs (1955), it is assumed that an individual anticipates the future using cognitive dimensions she/he also uses to look at the past. These cognitive dimensions are called constructs and they can be identified by asking a person to describe how certain past experiences were different from other experiences. The constructs elicited from the individual in this process provide the key dimensions for describing what is perceived and valued by the individual.

Identify personal constructs

This individualized method is also based on an assumption that a person's descriptions of what she or he wants and what she or he can do are more accurate and useful when that person uses his or her own constructs to write the descriptions. This is not to say that a person cannot benefit from learning about new concepts or themes

for evaluating self, as might occur when using standardized inventories or dimensions offered by wise, experienced experts. It is simply assumed that the most meaningful dimensions or themes for describing any person's values and skills are the ones which that person already uses, oftentimes at an implicit or subconscious level. It is the purpose of this module to teach methods which encourage the individual to recognize personal constructs, value descriptors, and words used to describe his or her unique combination of skills. The emphasis is on finding the best words and phrases for describing how the individual processes his or her experiences and anticipates the future. The entire individualized process described in this module is focused on the development of a product written by the individual who is clarifying his or her values and skills. This product is a written statement responding to the following questions:

Use constructs to describe values

Describing

What Do You Want? — I want ...

What Can You Do? — I can ...

This process is based on the assumption that a well-developed response to these two questions provides a valuable base for effective decision-making. It is also assumed that a well-developed response must reflect the primary personal constructs, key value themes, and skills descriptions used by that particular person to think about self and environment.

Effective decision-making

In summary, the individualized method is emphasized in this module because it permits a person to select from a nearly infinite number of characteristics, thereby increasing the opportunity to capture his or her unique combination of values and skills. The opportunity for describing oneself using unique, individualized combinations of descriptors also permits that person to describe and select compatible environments with greater accuracy.

Summary of benefits

Activity 1
Comparing Two Methods of Self-Report

The purposes of this activity are to:

1. Start you thinking about values-related questions
2. Give you a format for eliciting personal constructs
3. Identify material for sharing with future partners in the workshop
4. Provide examples to contrast personal construct approaches with normative approaches which supply ready-made dimensions

Steps in the Exercise:

1. Fill out the Individualized Self-Report shown on page 13. (15 min.)
2. Join with three other workshop participants and
   a. Choose one participant with whom you can discuss your responses to Section I of the Individualized Self-Report. Partners are asked to listen to each other and expand on what each wrote in Section I of the Individualized Self-Report. (5 min.)
   b. Switch partners and discuss your responses to Section II. Also encourage your new partner to discuss her or his responses to Section II. (5 min.)
   c. Now join the person in your small group with whom you have not yet shared, and discuss what you wrote in Section III. (5 min.)
3. Respond to the Normative Rating form shown on the page following the Individualized Self-Report, then contrast the information on this rating form with the constructs elicited in Sections I, II, and III on your Individualized Self-Reports. (10 min.)

   Discuss with the other members of the group the following questions:
   a. What do you value most in a job?
   b. What do you want your "tomorrow" to be like?
   c. What are some of the characteristics of a person you want to spend time with when working or playing? (10 min.)
4. Discuss the relative relevance of the personal constructs elicited in the Individualized Self-Report and the information tapped by the

Normative Rating Form when responding to these questions listed above. (5 min.)

While neither the sample of the individualized approach nor that of the normative approach is of sufficient length and quality to characterize the approaches accurately, the two samples do capture the flavor of the differences. The assessment of Objective 1 on page also demonstrates certain aspects of the two approaches. Complete Part I and Part II of the assessment recommendations and see if you recognize the major difference.

An Individualized Self-Report

I. Jobs

1. A job you have now or have had recently._____
2. A job you would like even more than the one you have.

_____

3. A job that a friend or relative has had which you would not like.

_____

   a. How are two of the jobs alike, and therefore different from the third?
   b. How is the third job different from the other two using the dimension identified above in 3a?

II. Days last week

1. Which day of the past week was the most satisfying? _____
2. Which day of the past week was the least satisfying or worst day? _____
3. Pick out any other day of the past week you remember (do not use a day chosen in steps 1 or 2.) _____
   a. Which two days were most alike? _____
   b. What made them alike?
   c. How is the other day different, using descriptors opposite from that named above in 3b.?

III. People in your life

Using code names or disguised nicknames identify a different person for each description below.

1. A person you admire quite a lot. _____
2. A person with whom you have had some disagreements.

_____

3. A colleague or peer (not selected in 1 or 2.)_____
   a. How are two of these people most alike, and different from the third person?

NORMATIVE RATING FORM

A. Describe your job (or a job you have had).

1. I work with:	Over 50% of the time	Between 25% and 50% of the time	Under 25% of the time
a. things	( )	( )	( )
b. data	( )	( )	( )
c. people	( )	( )	( )

2. Which descriptions best describe your job?

	Yes	No
a. It is mostly indoors.	( )	( )
b. It permits me to use my creativity	( )	( )
c. It permits opportunities for advancement.	( )	( )
d. It provides excellent job security.	( )	( )
e. I get to take a lot of responsibility for determining how I spend my time.	( )	( )

B. Describe your past day.

	Yes	No
1. I was at work.	( )	( )
2. I spent a lot of time with people I really like.	( )	( )
3. I was doing routine activities I often do.	( )	( )
4. I was feeling tired and discouraged.	( )	( )
5. I was excited by the challenges that confronted me.	( )	( )
6. I was very active in a physical way.	( )	( )

C. Describe a person with whom you would like to work on your next job.

The person would be:	Yes	No	Don't Care
1. Male	( )	( )	( )
2. Under 30	( )	( )	( )
3. Outgoing and enthusiastic	( )	( )	( )
4. More intelligent than most	( )	( )	( )
5. Very conscientious	( )	( )	( )
6. Open and non-defensive	( )	( )	( )
7. Very relaxed and laid back	( )	( )	( )

Assessment of Objective 1

Part I

Using a blank sheet of paper, title it, "Assessment of Objective 1," and describe the benefits of using information and/or dimensions arising from the Individualized Self-Report, compared with the benefits arising from the Normative Self-Report. Compare the use of the material elicited by the two forms when you responded to the three questions on page 10.

Part II

Identify the statements listed below which describe the benefits gained from using an individualized approach for self-assessment. List the letters identifying the statements at the bottom of the sheet you just prepared for Part I.

A. The dimensions identified by this method will be ones which are known to be the most useful for the majority of people.
B. An individual is not restricted to the use of previously-designated dimensions when describing what she/he values and can do.
C. An individual can use special concepts which have personal meanings of a unique nature when describing what she/he values and she/he can do.
D. An individual can use information about how she/he compares with others on the dimensions she/he uses.
E. The dimensions which are identified are more likely to be the ones the individual uses to anticipate future events than are dimensions identified by other means.

Using an Individualized Technique to Clarify Values

The first activity was designed to demonstrate some of the benefits connected with individualizing the self-assessment process. The second activity is designed to demonstrate a technique for individualizing the process of values clarification. This demonstration requires that you use the technique to clarify your own values. You will find it much easier to use the technique with others if you apply it to yourself first.

A technique for individualizing

A model of a values clarification process is provided in Appendix A. By participating in Activity 2 you will sample that model and clarify some of your own values during the process. If the time allotted for this module is six to eight hours, you will not have time to complete the values clarification process in its entirety. Therefore, the directions for Activity 2 suggest a sampling process permitting you to experience the essential components of the process in about two-and-one-half hours. If you wish to go through the entire process described in Appendix A you will probably need between four and eight hours.

A values clarification process

The most essential aspect of the process is the identification of personal constructs you use to reflect on events and experiences in your life. These personal constructs provide one of the primary means of naming your unique values. Therefore, give particular attention to Step 3 of the process, the identification of your personal constructs. A personal construct is any dimension you use to distinguish among aspects of your experience. While many of your personal constructs may be nonverbalized, we will only consider those you can name and describe. Personal constructs are difficult to identify because they are so much a part of you that often you aren't aware of using them. Even though

The identification of personal constructs

personal constructs are difficult to identify, they have greater potential for describing what you want than value descriptors provided by other people because your own personal constructs are ones you use everyday. Only you can identify your personal constructs and values, although certain words or descriptors offered by others might provide you with a label you hadn't thought of before.

To sample the values clarification process, follow the suggestions in Activity 2, using the model process and the example in Appendix A as a guideline.

Activity 2 - Sampling the Process

Start the sampling process by skimming Part I of Appendix A, a description of a model values clarification process and the example which accompanies the six-step process.

After you have gained an overview, try Step 1, the preparation of Time-Space Unit (TSU) cards. Instead of preparing fifty cards as suggested in the model process, prepare about 12 well-chosen TSU cards. Think of at least four which represent some of your most valued or memorable times. Identify experiences wherein you felt very positive, satisfied, or excited.

Then think of at least four when you felt disappointed, unfulfilled, or otherwise negative.

Lastly, think of at least four which sample rather representative times when you were engaged in everyday activities not associated with strong positive or negative feelings.

You can sample Step 2 of the process by identifying some feeling descriptors which are associated with each TSU card. Use the list of feeling words in Appendix B as an aid if you can't think of descriptive feeling words.

Now you are ready for the most complex task of the process, Step 3, the identification of personal constructs which you use to distinguish among your TSU's. The best way to recognize personal constructs is to take three TSU cards and look for ways two are like each other and different from the third. This works better when two of the three are associated with feelings which are more positive or negative than the third TSU. If you made up 12 cards according to the suggestions for sampling Step 1, you will probably have at least four cards which are positive in tone. Use two of these cards at a time and contrast them to a neutral or negatively-tinged card. Try to identify a personal construct you use to characterize or describe the two events which seem most similar to you. Try to think of constructs which identify what it is about the two TSU's which make you feel the way you feel. You are trying to identify common themes which characterize some of the TSU's and not others.

Use the Sorting Worksheets provided by the coordinator to list the constructs you generate by this method. A blank copy of the Sorting Worksheet is included in the model Values Clarification Process, just after the example shown at the end of Part I.

Compare and contrast several other combinations of your TSU cards, including two negatively-tinged cards combined with a neutral or positive card. Generate ten personal constructs by combining your TSU cards in various groups of three. Before you finish Step 3, look through the list of examples of personal constructs in Appendix C and see if any of these constructs are useful for distinguishing among events or experiences in your life.

Step 4 will be rather easy if you have come up with some meaningful personal constructs in the previous step. In Step 4 you are simply selecting certain personal constructs to make, "I want ..." statements reflecting your values.

In Step 5 you use certain personal constructs identified in Step 4 to write value statements describing what you want. Sometimes this will require modification of certain personal constructs, including the changing of one pole from a negative concept to a positive one (i.e., changing "routine, repetitious activity" to "non-routine, ever-changing activity"). Appendix C shows examples of value statements which have evolved from selected personal constructs.

Step 6 consists of a final formulation of what you want, described in a script which includes prioritized values. Often, it is the prioritizing process which helps a person identify an important value previously undistinguished from several others. While you may not have to choose one value over another in real life, there are many times when you can choose to emphasize one type of activity by cutting back on other activities which are necessary but not as crucial for you.

Additional Tasks for Activity 2 (Optional):

You have now sampled the six-step values clarification process using personal constructs to distinguish among experiences in your

life. This process can also be used to clarify your values in other specific areas such as identifying characteristics you want in a job or in people with whom you may spend time. If you have time you may wish to sample the process using these other referents, such as people or jobs. Suggestions for doing this are described in Parts II and III of Appendix A. In each of these cases, you use the same process described in Part I of Appendix A, although you start with specific people or specific jobs in Step 1.

Assessment of Activity 2

Before going on to Activity 3 you are asked to submit your written output in Activity 2 for assessment and feedback. Your written output should include your script of prioritized values, your list of personal constructs from the Sorting Worksheet, and your TSU cards. The workshop coordinator, or someone she/he designates, will use criteria described in the Coordinator's Guide to assess your output.

After gaining feedback on your Activity 2 efforts, move on to the introduction of Activity 3, an activity where you will identify your usable skills.

USING AN INDIVIDUALIZED TECHNIQUE TO CLARIFY SKILLS

USING AN INDIVIDUALIZED TECHNIQUE TO CLARIFY SKILLS

Usable skills are descriptors of productive activities you can perform in a number of settings. As with constructs and values, they can take an almost infinite number of forms. For example, most of your skills may be described as intangible concepts such as negotiating, managing and analyzing. Skills are best described in the form of verbs which show action directed toward people, data, or things. Your ability to engage in these activities has already been demonstrated in one or more past events and you can use these skills again in other locations. Since there is no comprehensive list available which includes all possible skills, you have to use ingenuity to recognize and describe many of the skills you have.

Skills describe productive activities

Use verbs which show action

The principle of the process is similar to the clarification process you used in Activity 2. Start with descriptions of past events and experiences, using these raw materials as sources for locating skills you already have demonstrated. Again, it will help if you contrast TSU's two or three at a time to elicit words and phrases characterizing the skills you used in one event which you didn't use in another event. You can locate additional skills if you select a few TSU's which are likely to include several skills. Expand on your descriptions of everything you did in the given situation associated with the TSU and use this detailed description as a source for identifying more skills. After you have listed fifty to a hundred skills you can go through the list and choose a few which stand out as being representative of your most valued and productive skills. Cluster similar skills together

Start with past events

Cluster skills

using the few most valued skills as headings for your clusters. After a few clusters of skills have been assembled, you can prioritize the clusters and use cluster summary statements to describe what you can do.

The ability to identify and organize your most usable skills is a valuable skill in itself. You can use the skill to select a career objective which uses the particular combinations of skills you possess and you can also demonstrate that you are qualified for many jobs even though you may not have work experience in a closely related job. Since well-formulated skills which were first demonstrated in one setting can be performed in other settings, you can expand your possibilities for working in new positions very easily. Many people stay in the same setting long after they have grown bored with their job. They don't realize that their skills are transferable or usable in a large number of settings and in jobs having vastly different job titles.

Use skills to demonstrate qualifications

Skills can be transferred

For more elaborate explanations and examples of skill identification, see Crystal and Bolles' book, Where Do I Go from Here with My Life? (1974), The Quick Job-Hunting Map, Beginning Version, by Bolles and Zenoff (1977), or The Quick Job-Hunting Map, Advanced Version, included in What Color is Your Parachute? (revised, 1978), by Richard Bolles.

Before you go through your own TSU's to identify usable skills, it may be helpful to see examples of skills identified by others.

For example, when Jane, whose TSU's are shown in the Values Clarification Example, contrasted card number 3, grocery shopping, with card number 4, family hike, she identified several skills including analyzing and organizing data, as well as motivating others.

Examples of skills

After Jane had identified over 100 skills, she

selected four key examples which were different from each other and representative of many others in the list. She then clustered several of the representative skills having a similar flavor under each of her key examples and came up with the following summary of her most valued skills.

An Example of the Clustered Skills of Jane D.

Using words: reading; writing, editing; expressing self clearly; proofreading; describing; defining; teaching; listening; accurate reporting; relating abstract ideas. — Skills cluster 1

Using analytical thought and logic: researching; analyzing; organizing; problem-solving; diagnosing; systematizing; comparing similarities; developing; reviewing; evaluating; finding efficient methods; gathering information; testing; screening; memory for facts; managing money. — Skills cluster 2

Using helpfulness/mentoring: motivating others; setting goals; counseling; training; memory for faces, names, places; perceptive; good interpersonal communication; observing; raising others' self-esteem; supporting; encouraging; developing rapport; drawing out people; accepting different opinions; promoting change. — Skills cluster 3

Using artistic abilities: imagining; visualizing; designing; developing; perceiving intuitively; musical knowledge; fashioning; drawing; dexterity; conveying feelings and thoughts expressively. — Skills cluster 4

Another example shown below demonstrates how a single TSU card was expanded into a more detailed description which helped to elicit 13 skills. The TSU card had the following short description: — Expanding a TSU

> "Going on a picnic with Chuck, Tom, and Nancy, and watching the boat races."

The person was asked to write a more detailed account of the event, emphasizing everything she did to contribute to the occasion. She expanded the description into the account described on page

See if you can identify 13 or more usable skills that she demonstrated in that event. After you have tried this exercise, compare your responses with those

she named (after a little practice.) Her responses are listed in the Coordinator's Guide. If you don't have it nearby, ask the coordinator to show you the list.

A listing of skills

To increase your usable vocabulary for recognizing skills it would be useful to read through a listing in Appendix D titled, "Words Which May Describe Your Usable Skills."

After you have studied the list of skill words and tried to identify some skills in the boat-race picnic example, you will be ready to identify some of your own skills. Follow the process described in Activity 3 and prepare a prioritized listing of your most valued and productive skills.

Since a thorough analysis of your skills will take longer than an hour, you will only have time to sample each step described in the six steps of Activity 3. If you spend ten minutes on each step you will become somewhat familiar with the process. With additional study, clarifying and prioritizing your own skills, you should be ready to help others identify their own skills.

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An Expanded TSU

"I got the idea when I read in the newspaper that there would be boat races on Sunday afternoon on Lake Washington. Right then and there I decided to have an outing with a few close friends. However, before suggesting the idea, I wanted to check on my information to see if it was accurate and if it would be possible to see it from a picnic area. I called the boat club about the exact time of the race and the exact location where it would take place. I then called the park department to see if there was a good picnic area in the vicinity of the race course. Each department was very helpful, and I was then more sure that it would work out. I called the other people I had thought would enjoy the outing, and each said that she or he could go. I had decided that we should have an old-fashioned picnic meal, and I asked each one to prepare a part of the menu. I myself made potato salad, using a new recipe I had found in the paper. Because of the parking problems anticipated near the park, I called the others and suggested we meet at the Seward School parking lot to combine into one car, and they thought it would be a good idea.

"Everything came off as I had planned, and we had a very enjoyable time eating, watching the races, and playing frisbee. The event was marred when Nancy cut her foot on a broken bottle, but I got the first aid kit from my car and bandaged the wound so she could continue with the outing. Everyone praised me a lot for the great idea, and we agreed to have another outing at a later date."

Think of Skill Words

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.

Activity 3 - A Skills Identification Process

Step 1

Using the TSU's developed for the values clarification process in Activity 2, compare and contrast the events described on the cards, asking yourself the following question when looking at any two of the cards: "What skill was I using in one TSU that I wasn't using in the other?" Focus your attention on activities that required abilities not everyone has in their repertory. Review the list of skill words in Appendix D to refresh your memory for recognizing skills. Continue to compare TSU cards, looking for skills shown in one TSU but not in the other.

Step 2

Now select from the TSU piles four cards which describe events about which you feel quite proud. Taking each one separately, expand the description of the event, providing more detail which describes everything you did that contributed to what happened. Use the example of the boat-race picnic as a model for expanding on your TSU's and finding a variety of skills in one event.

Try to identify at least five skills used in each of these special TSU cards associated with feelings of pride or accomplishment.

Step 3

By this time you should have a fairly long list of usable skills, although many of them are similar to each other and others may seem trivial to you. Before you stop adding to your list of usable skills, think over your lifetime and describe three or four more events which seemed like real accomplishments to you. After describing these events in some detail, emphasizing your own activity and influence, use the description to identify more skills for your growing list.

Step 4

Ask another person to listen to your description of some of your most valued and productive TSU's. Ask the person to write down skills she/he recognizes from your descriptions. If the skills identified by this other person seem appropriate to you, add them to the list of

skills you have already developed.

Step 5

Go through your list of skills and circle four to twelve of your best skills, being careful to select skills which are different from those previously circled. After you have chosen and numbered these key examples, number several uncircled skills with numbers that correspond to the circled skills which are fairly similar. This process will result in four to twelve clusters of skills which summarize your major skill descriptions. An example of Jane D.'s clustered skills was shown a few pages back.

Step 6

Copy each cluster of skills on a separate card and prioritize the cards in the manner shown in Step 6 of the values clarification process. Rank order the cards according to the importance you give to the skills summarized on each card.

From these cards you could write a description of what you can do which would be very useful for preparing a concise functional resume. Such functional resumes can be used to show that you are qualified for many specific positions even though you may not have work experience in a position having a similar job title.

Check the example of Jane's clustered skills to see how one person did it. When you are done, show your prioritized pack of clustered skills cards to the coordinator, or a person designated by the coordinator to assess your Activity 3 products.

Assessment of Activity 3

When you have completed the six steps of Activity 3, you will have several cards, each listing those skills which seem to cluster together because they have a similar theme. After you have prioritized the clustered skills, give the cards to the coordinator or someone designated to compare your products with the criteria described in the Coordinator's Guide. Ask for feedback about how your cards of clustered skills stack up when evaluated on the assessment criteria developed for Objective 3.

Activity 4 - The Application

Adapting Individualized Methods to Other Clientele in Other Settings

You have now tried the individualized methods of identifying your personal constructs and usable skills. You have been asked to sample the process yourself because experiential learning is more likely to be internalized and applied in new situations. To test this assumption, you are asked to adapt the basic process to another setting, preferably one in which you may be using your counseling and guidance skills in the near future. However, before you devise a plan for the setting of your choice, the following simulation is provided for a trial effort. Try making up a plan for the simulation case first. The case is as follows:

A simulation:

> The faculty and administration at your middle school (grades 6-7-8) have decided to obtain from students individualized descriptions of the most highly valued class sessions they can imagine. You are asked to devise a plan of obtaining these descriptions using methods suggested by this module. In ten minutes, devise an outline for the plan.

After you have devised a plan for the simulation case, exchange plans with the person serving as your partner and evaluate each other's work using the criteria for assessing application plans described in the coordinator's manual in the section titled, "Criteria for Assessment of Objective 4." Then turn your attention to the development of a plan using these methods in a setting in which you work or could work in the future. Use the following headings to organize your application plan:

a. Description of clientele (ages, ability levels, socio-economic characteristics, etc.)
b. Description of setting (physical facilities, time frame, completing activities).
c. Goal of the project.
d. Specific objectives for students participating in the experiences. Start with: "When you complete this project,

you will be able to..."

e. Description of adapted methods.

f. Identification of barriers or conditions which would present special problems when adapting the process to this clientele and this setting.

As part of the adaption plan, identify the key steps in the individualization process you have completed and adapted.

Assessment of Activity 4

Your adaptation plan will be assessed using the same criteria used to assess the simulation plan developed in Activity 4. After you have included activities in your adaptation plan which facilitates individualization, give it to the coordinator or a person designated by the coordinator to evaluate your plan. The criteria described in the Coordinator's Guide will be used to evaluate your plan.

APPENDICES

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APPENDIX A

A Model For
A Values Clarification Process
Part I
Identifying Constructs Using Events (TSU's)

The process described in the next few pages is designed to facilitate your identification of personal values. Values, which express what is important to you, are difficult to define and identify. Each person has a unique way of seeing, thinking, and feeling. We have no commonly accepted list of values which applies to everyone. Therefore, each person has to identify her or his own unique constellation of values if she/he wants to be aware of these beliefs and attitudes and how they affect behavior. The following process provides a way of helping you use the raw material of your experience to generate themes which identify patterns in your life. These patterns help you make your values more explicit and recognizable. No one knows what will emerge as you get in touch with these partially hidden themes. You are the only person who can make it happen, so you have the responsibility. The steps described in the process will provide a guide, but the outcomes will depend on you.

Step 1: Identifying experiences using TSU's

Select a recent week and identify activities or experiences occurring during the week. This is simply a memory refresher which you will use to identify 30 to 50 different personal events you have experienced in the past. After developing one rather typical week's inventory, think of another week which was quite different from the first week and jot down events and activities not included in the first. Then reflect upon the past few years and jot down some significant events or special times which stand out in your memory.

After you have identified these past activities and experiences, take 30 to 50 blank cards (index or recipe cards work well) and briefly describe a variety of experiences or activities which have occurred in your life. Hereafter we will call these experiences time-space units (TSU's). A TSU card is one which briefly describes what was going on at a given time and in a given space or location where you were engaged in some type of activity or experience which can now be recalled. Name an activity in such a way that you can recall it. Some examples of TSU's are:

(1) a visit to the Jones' home
(2) daydreaming in my room
(3) preparing an evening meal
(4) reading one of my favorite fiction stories
(5) typing a paper
(6) having an agrument with Mary

A TSU experience may be a momentary one or it may occur over several hours. It should be a period which is characterized by activities and feelings which are different from those occurring just prior to and after the period. In other words, the experience should be one which "hangs together" as you recall it and one you can remember or re-experience. Hopefully you can close your eyes and recreate some of the experience again.

Prepare anywhere from 30 to 50 TSU's, describing each experience on a separate index card. Number each card as you prepare it. Be sure to sample aspects of all parts of your life. See if you have included the following parts of your life:

(1) your paid or unpaid employment
(2) class time in a school subject
(3) your hobbies, recreation, and pure relaxing time
(4) your loving and relationship-bonding times
(5) your maintenance activities, such as housework, grooming, etc.
(6) your community involvement and professional organization time
(7) your vacation and/or weekend time
(8) your fantasy/daydreaming time
(9) your times when you are being creative or productive
(10) some times which are sad, boring, or downright unpleasant
(11) some desirable future activities or times which you can imagine happening

The Example which is attached to these directions shows one person's TSU cards and their subsequent use.

Step 2: Identifying feelings often associated with TSU experiences

The purpose of this portion of the process is to identify some feelings often associated with the experiences named on your TSU cards. Go through your cards and try to name one or more feelings which you had at the time of the personal event named on the card. Write the words or phrase describing the feeling on the back of the TSU card. If you have difficulty finding names for the feelings you have experienced, refer to the handout entitled, "Labels for Feelings." Each event in your life is probably associated with several feelings. Since it would be impossible to describe past events with a complete and accurate accounting of your feelings, be satisfied with the identification of one feeling descriptor which seems associated with the TSU experience. However, if several feelings can be readily identified, name them all. While you are associating TSU events with feelings, mark each card on the TSU side in a corner with a + if the experience had a positive flavor and a - if the experience was negative. This + or - designation will be useful in the next step of the process. If you're undecided or if the feelings are neutral, leave it blank.

Step 3: Identifying constructs or themes by distinguishing among TSU's

Divide your TSU cards into two piles, one with + signs in the corner and the other with - signs. Put TSU cards which you couldn't call + or - in the smaller pile. The smaller pile should be at least half as large as the larger pile of cards. In most cases, the + cards far outnumber the - cards. If you do not have many negatively-tinged TSU cards, make up a few by recalling some unpleasant experiences in your past. After shuffling the cards in each pile, take two from the larger pile and one from the smaller pile. Think of a label or characteristic descriptor identifying some aspect of two TSU's which distinguishes from the other TSU and describe it on the Sorting Worksheet in the Similar Pole column. Try to use a word or phrase which does more than describe the common feeling evoked by the two TSU's. Try to use a cognitive word which describes the two events in a more general way, possibly identifying a reason why the two events made you feel the way you felt. After you have written the similarity word or phrase (i.e., what is the same about the two cards that "go together"?), think of a descriptor which is opposite in meaning to what you wrote in the similarity pole and write this descriptor in the Difference Pole column. What you have written should describe the third TSU card better than the other two. Together, the similarity pole and the difference pole define a dimension you use which we will call a construct. A construct is your personal means or tool for distinguishing among experiences. Constructs are useful for describing events in your past and also for helping you anticipate the future. (Some examples of similarity poles and differences poles of constructs developed from TSU's are shown in the completed Sorting Worksheet in Step 3 of the Example used to demonstrate this whole process.)

After you have thought of a similarity pole and a difference pole arising from three of your TSU's, record on the Sorting Worksheet the numbers of the TSU cards used to develop the construct. Also record on the Worksheet any feeling statements you had previously described on the back of the TSU cards. After you have identified a construct for distinguishing among the first three cards, take three different TSU cards, two from the large pile and one from the other, and identify a new construct. Repeat this process with several different combinations of TSU cards until you have 20 to 40 constructs.

Some people find this process quite difficult and unnatural. In order to identify useful words and phrases for describing past events in your life, you may wish to try some other method of finding constructs. Some are described below:

If two of the three TSU's do not seem similar in any meaningful way, you will find it easier to think of some way that any two of the TSU's are different from each other. When thinking of ways to distinguish between two TSU's, try to use words which are sufficiently general to be useful for describing other TSU's in the piles. By using descriptive words of a more general nature, you are more likely to recognize patterns in your life events. For instance, it

would be more useful to distinguish between two TSU's by characterizing one as "contributing to your storehouse of professional knowledge" rather than saying you are "reading a book about a new technique in your field."

Another method which you might try after you have tried comparing and contrasting many TSU's, two or three at a time, is to spread all your TSU's out on a table. Then group the ones which have a common theme into a pile and name the pile with a general column and repeat the grouping process with the TSU cards which remain.

After you have tried several ways of identifying constructs for distinguishing among events in your life, look over the list of constructs and values in the Appendices. Select any of these descriptors which you often use to think about what you have done or what you are going to do.

The purpose of this step has been to list many ways you think about events in your life. From these different ways, you will now select the ones which are the most useful for describing what you want.

Step 4: Selecting the constructs which indicate your values

Using the list of constructs you have just developed, you will now select a few of the constructs which are useful for describing what you most want. To do this, try using the similarity pole or the difference pole of one of the constructs to complete a sentence started by the phrase "I want..." Try this technique for using the constructs on your list and locate the construct (or part of a construct) which lends itself most readily to making a meaningful "I want..." statement. Circle the part of the construct which can be used to make the value statement and mark it number 1. After identifying and circling the first one, find another one which is also very useful for making a value statement, but quite unlike the first one you circled. You have been asked to find constructs which are different from each other because it is the goal of this step to identify from four to eight constructs which represent all or more of the constructs on your original list. Remember, each of the constructs which you circle should be quite different from others that are circled. Go through your entire list of constructs and locate four to eight which will be most useful for making value statements starting with the "I want..." phrase. Circle and number these constructs, checking to see if the most important constructs have been selected and to see if each of the circled constructs are quite unlike any of the other constructs which have been circled. After the most useful constructs have been identified, go over the uncircled constructs again and find those which are somewhat similar to ones which have been circled. Mark these uncircled constructs with the number of the circled construct which is most like it. After

you have identified other descriptors which are like the circled constructs, you will be able to write a more complete value statement in the next step of the process. You will be able to make a different value statement by using each of the circled constructs and that value statement may be supplemented or filled out using uncircled constructs having the same number as the circled construct. In a way, you will end up with your list of constructs being clustered into four to eight major groupings. It is not necessary to have all of your constructs from the original list included in one of the clusters. A few constructs on any list are unlike any others and some of these are not useful for making value statements headed by "I want..." prefixes. However, you should be able to find anywhere from four to eight constructs which are indicators of what you consider to be important experiences or events in your life.

When you are looking over the list of constructs to find those which are most useful for indicating values, you should pay attention to the feelings which are associated with the TSU's and the constructs elicited by these TSU's. Study both the positive and the negative feelings on the Sorting Worksheet to locate TSU's and constructs which are likely to affect you the most.

Another short exercise which often helps individuals identify important TSU's and constructs involves the use of some fantasy. Try fantasizing that certain experiences or events associated with certain TSU's would become inaccessible or not available in the future. In other words, pretend that events beyond your control would deprive you of selected experiences in the future. Try this fantasy with different TSU cards or the constructs describing several of them and notice which ones leave you with the greatest sense of loss. Also try to imagine what might cause that loss and use this means to get at important values. This process might help you identify the importance of a given person, or a job, or one's health, which you have come to take for granted.

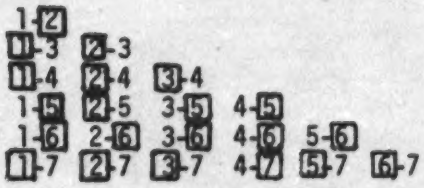
After you have identified four to eight constructs which are most indicative of important values, follow the suggestions in Step 5 to convert them to value statements.

Step 5: Making value statements

Using the four to eight clusters of constructs, or parts of constructs, which were identified in the previous step, make up four to eight corresponding statements which describe what you want. When writing each value statement, try to use key words or phrases from the constructs which had been clustered together in the previous step. Hopefully, these four to eight value statements will not only describe what you have found to be most important in your past experiences, but the statement will also be useful for describing what you want your future to be like.

Step 6: Writing a script which reflects your values.

The last step of the process is to write a script which suggests what you want and also gives some idea of which values are most important. Before writing this script (which might be called a scenario of a day in the future) try to prioritize the values statements made in Step 5. Write your script by describing your most important values first. In order to prioritize your four to eight value statements, you may want to rank order them. If you want to use a more systematic way of prioritizing the value statements, write the summary of each value statement on a separate card and number the cards. Then compare each card with each other card and choose one which you consider the more important in each paired comparison. After all combinations of cards have been compared and ranked, add up the number of preferences each card received in all of the comparisons. The totals of each card will provide the rank order of all the statements. An example of this process, when prioritizing seven cards is shown below.



Card number	1	2	3	4	5	6	7
Choices received	3	5	2	1	4	6	1

After prioritizing your value statements, the primary task of this step is to write a script describing a future day when you are implementing the values described on your value statements. The statements having the highest priority are described first in the script and the less important ones follow in order of their importance.

It is often the case that one doesn't want to choose one value or preferred condition over another one, since it is the combination of them that results in a balanced and whole life. This situation makes it seem unreal to choose one condition or value over another since you really feel as if you must have both or several of them together. While it is true that you may never have to choose one value over another in any long-term absolute way, you will probably face several situations where one of your values conflicts with another in some immediate situation. In these situations you may have to choose one value over the other and in these cases it helps to have done some prioritizing before hand. Hopefully, all of the values described in your value statements will be realized in some form at various times in your life.

It should also be noted that no one can hope to describe himself or herself in all of the complexity that exists. Thus, the script you write will certainly not describe all of what you want your life to be like. The script is only meant to be

a sample of what you want. If you do a thorough job, it should capture some of the important aspects, but it will never approach all that can or will happen.

When considering your value statements, you might pay special attention to two questions: (1) what do you want more of that is too limited or lacking in your current life? and (2) what aspects of your current life do you most want to keep, or in other words, which parts do you fear losing the most? Try to address these two questions when writing your script.

An Example

Example: Steps 1 and 2

Jane D. is a 34-year-old woman who works half-time as a secretary, has two children, and attends occasional classes at a community college. The following samples are taken from her TSU exercise.

(front)

Shopping with Joanne

(my youngest child)

(back - Step 2)

motherly
generous
loving

14

Example: Steps 1 and 2 (continued)

The rest of Jane's TSU cards are summarized below:

Card No.	TSU Description	+ or -	Feelings
2	Movie with family	+	togetherness
3	Grocery shopping	-	overwhelmed
4	Family Hike	+	natural
5	Time with friend	+	accepted, close
6	Cleaning house	+	anticipation
7	Lawn work	-	almost hopeless
8	Planting a garden	+	sensuous, productive
9	Carrie's birthday	+	motherly
10	Biking with family	+	vigorous, togetherness
11	Typing	-	mechanical
12	Controlling federal grant budgets	+	competent, trusted
13	Xeroxing	-	mechanical
14	Updating computer files	-	bored
15	Attending classes	+	industrious, competent
16	Writing papers	+	productive, confident
17	Caring for house plants	+	nurturing, sensuous
18	Loving time with husband	+	sensual, loving
19	Hiking with husband	+	close, hearty
20	Searching for tools	-	frustration
21	A party for a friend	+	festive
22	Mushroom hunting	+	hearty
23	Framing pictures	+	artistic
24	Putting up kitchen shelves	+	productive
25	Exercise class	+	sociable, vigorous
26	Jogging	-	mixed
27	Cleaning the basement	-	frustrating
29	Doing TSU's		curious
30	Watching TV	-	guilty
31	Reading	+	interested
32	Bathing the dog	-	angry
33	Flat tire on freeway	-	scared
34	Picking up after others	-	resentful

Example: Steps 3 and 4 Sorting Worksheet

(Circle and number the most important constructs in step 4; number uncircled constructs to show which constructs they most resemble.)

Feelings	Card Nos.	Similarity Pole	Difference Pole	Card Nos.	Feelings
close, hearty togetherness	19 2	warm, close interaction 1	superficial interaction	21	festive
artistic productive	23 24	feel like accomplishments 2	routine; no end to it	7	almost hopeless
festive competent, trusted	21 12	I feel like a unique person 1	I'm part of the machine	11	mechanical
bored productive, competent	14 16	reflects competence 1	anybody could do it	34	resentful
accepted, close curious	5 29	growthful to me 2	does nothing for me	32	angry
sociable, vigorous mixed	25 26	healthful 2	not healthful	30	guilty
natural motherly	4 9	I'm participating 3	I'm observing	30	guilty
anticipation competent, trusted	6 12	I'm in control 3	it's chaotic	33	scared
accepted, close sensual, loving	5 18	intimate 4	impersonal	13	mechanical
competent productive, competent	16	I feel valued by others and myself 1	it's helpful but not valued	11	mechanical

Example: Step 5

Value Statements

I want a life in which the contributions I make are valued by myself and others. This valuing goes beyond just helpfulness; I must be using my abilities so that I feel competent and productive.

It is important that my activities be growthful to me, contributing to my feelings of physical, emotional, and mental well-being. Activities which are repetitious and boring are growth-stopping for me.

I need to have a feeling of control over my life, and this feeling is present more when I am actively participating in things.

Home, family, and friends are important to me, as I value intimate interaction and am bored by prolonged superficial contact.

Example: Step 6

Script

I am in a position of moderate status, and my work is varied and interesting. Because I am so interested in my work, I do extra studying and often work into the night on projects I'm heavily involved in. My co-workers admire my willingness to go "that extra mile" to get a job done well.

The firm I work in has no strict chain of command, and monthly brain-storming meetings are held where input is welcome from upper-and-middle-management personnel. I get very involved in these planning sessions, and many of my ideas have been successfully implemented.

In off-work hours, I'm always busy with family and friends. We are outdoors a lot, hiking, picnicing, etc. We are open with our feelings, whether love or anger is being felt. We respect each other and work our differences out cooperatively.

Sorting Worksheet

Constructs

Feelings	Card No.	Similarity Pole	Difference Pole	Card No.	Feelings

APPENDIX A

A Values Clarification Process
Part II

Clarifying Constructs for Describing People

The clarification process previously demonstrated by using TSU's as the raw material can be easily adapted to other raw material. For example, people, jobs, school subjects, as well as special accomplishments and failures can be used as the raw material for this process. Whatever type of material one uses for the raw material, it should be possible to identify 10 to 20 specific examples of the type. If you use people, for example, you would need to name 10 to 20 real people you know. The process would then help you identify how you distinguish among these people. These personal constructs for distinguishing among people then provide the dimensions from which you can identify the characteristics of others and yourself which you value. If you wish, try the process with people.

Step 1

The first task is to identify a representative selection of people and put each of their names on a card. Instead of using their real names, it may be less threatening to others if you use code names on the cards. In that way no one will know who the people are except you. Try to select at least a third of the total from people you would not classify as people you like a lot, including a few you actively dislike. As with the TSU's, have a pile of cards marked +, -, or neutral with respect to an overall feeling flavor. You don't have to dislike someone to have a - feeling designation on their card. It may just mean that time or circumstances never permitted the development of a positive relationship.

In order to choose individuals who come from various periods and other aspects of your life, use the following list as an aid in selecting people to use in this clarification process:

1. Your mother or the person who has played the part of a mother in your life.
2. Your father or the person who has played the part of a father in your life.
3. Your brother nearest your age. If you have no brother, the person who is most like one.
4. Your sister nearest your age. If you have no sister, the person who is most like one.
5. A teacher you liked or the teacher of a subject you liked.

6. A teacher you disliked or the teacher of a subject you disliked.
7. A person who has had some authority over you (employer, supervisor, teacher, etc.) whom you respected or liked.
8. Your spouse or the person with whom you are most intimate.
9. An employer, supervisor, or authority figure you found hard to get along with.
10. A person you have been closely associated with who, for some unexplained reason, appeared to dislike you.
11. A person you have met within the past six months whom you would most like to know better.
12. The person you would most like to help, or for whom you feel most sorry.
13. The most intelligent person you know personally.
14. The most successful person you know personally.
15. The most interesting person you know personally.
16. An acquaintance you find very hard to understand.
17. A person with whom you have worked who was easy to get along with.
18. A person with whom you have worked who was difficult to get along with.
19. The most important woman in your life not already listed (relative, divorced wife, etc.).
20. The most important man in your life not already listed (relative, divorced husband, etc.)
21. Yourself now.
22. Yourself as you used to be.
23. Yourself as you hope to be in the future.

After you have made up cards, follow the same steps used with TSU's. The following suggestions may assist you in carrying out the process using people as your focus.

Step 2

Identify and list feelings you often have when you are around the person or are thinking about the person being considered. Don't describe how you think they feel but how you feel. This will probably be very difficult because you may have a mixture of feelings about many of the people you relate with during a typical day. Don't worry about identifying all of these feelings; just identify one or two which occur quite often.

Step 3

Using the two piles, select three names at a time and develop constructs which indicate how you distinguish among the individuals you have selected. In this step you are describing them, so the dimensions may be quite different from your feelings described in Step 2. There will, however, be some surprising connections between the constructs used to describe others and feelings you have about them.

Step 4

Circle four to eight constructs which are different from each other and useful for describing what you value in people.

Step 5

Write four to eight statements which describe people you value, using the parts of constructs you circled in Step 4.

Step 6

Write a script which describes some people in your life at some future time. Describe the people using your most valued constructs first and then with the values having somewhat lower priorities. Look at the script and see if it also describes the way you want to be at some future time. How would you change it if you were describing how you want to be?

APPENDIX A

A Values Clarification Process

Part III

Clarifying Constructs for Describing Jobs

Step 1

In this adaptation, select 10 to 20 jobs with which you are fairly familiar. To select a representative sample of types of jobs, follow the guidelines listed below when making out cards with name jobs.

1. Your present or most recent job (includes student, housewife, etc.)
2. A job you would consider taking in the future if it was offered.
3. A job that involves helping or working directly with people (e.g., social worker, nurse, teacher, waitress, etc.)
4. A job you have daydreamed about.
5. The job you have had that you liked the least.
6. A job working primarily with tools, objects, or machines (e.g., carpenter, drafter, welder, X-ray technician, etc.)
7. A job you would take primarily because it paid well.
8. The job of a friend who seems to enjoy his/her work.
9. A job involving paperwork and keeping records (e.g., accountant, file clerk, cashier, auditor, etc.).
10. Your father's occupation.
11. Your mother's occupation.
12. A job requiring investigation, problem solving, or scientific methodology (e.g., economist, chemist, lab technician, dental hygienist, etc.).
13. The job you have had that you liked best.
14. A job you are presently qualified for but prefer not to do.
15. A job that would allow you to be creative and expressive (e.g., artist, musician, writer, actor, photographer, etc.)
16. A job that you imagine to be high pressure or tension producing.
17. A job suggested by family or friends.
18. A job involving managing and influencing others, selling, or promoting. (e.g., store manager, buyer, salesperson, lawyer, announcer, etc.).
19. A job you considered taking in the past but did not take.
20. A job you consider ideal, regardless of present qualification.

Step 2

As you have done before, identify feelings you have when you think about the job being considered. If you have had previous work experience in the job being considered, try to recall how you felt about the job at the time or how you feel about it now.

Step 3

Sort the jobs and find constructs for distinguishing between jobs. Use + and - piles when selecting job cards for this sorting process.

Step 4

When you are looking for constructs which identify what you value about a job, ask yourself these questions.

(1) Would one of the poles of this construct describe a job I would value and desire?

(2) Is this characteristic one I would pay a lot of attention to when selecting a new job or position?

Step 5

Write four to eight value statements describing jobs which would be satisfying to you.

Step 6

Write a script describing a job or some jobs you might have at some future times. Prioritize the value statements developed in Step 5 so you can use the statements having higher priorities in the first part of your script and those of lesser importance in the latter part of your script.

APPENDIX B

LABELS FOR FEELINGS

Joyful	Petty	Humble	Calm
Powerless	Centered	Accepting	Youthful
Anxious	Proud	Friendly	Dependent
Worried	Cheerful	Graceful	Loving
Affectionate	Quarrelsome	Neurotic	Sociable
Stressed	Rebellious	Strained	Maternal
Alienated	Self-Indulgent	Assertive	Observant
Unhappy	Disciplined	Strong	Detached
Guilty	Domineering	Aware	Giving
Solid	Unconcerned	Guilty	Clever
Lonely	Uncontrolled	Brave	Unaware
Warm	Inconsiderate	Potent	Crazy
Trustful	Irritable	Tense	Dutiful
Inferior	Excited	Helpless	Intuitive
Secure	Overburdened	Remote	Playful
Empty	Responsive	Together	Ashamed
Despondent	Vulnerable	Cold	Upset
Disappointed	Satisfied	Quiet	Tired
Calm	Lascivious	Silly	Bored
Free	Controlled	Helpless	Envious
Aggressive	Cranky	Resentful	Used
Jealous	Regretful	Unaware	Touched
Angry	Dependable	Caring	Moved
Jovial	Relaxed	Insecure	Good
Annoyed	Reserved	Useful	Cautious
Narcissistic	Accepting	Childlike	Confused
Attractive	Docile	Competent	Soft
Nurturing	Sensual	Lazy	Bubbley
Belligerent	Energetic	Serious	Tight
Passive	Foolish	Wise	Cute
Bitter	Gentle	Creative	Cuddley
Patient	Uptight	Lively	Puzzled
Carefree	Withdrawn	Sexy	Careful

APPENDIX C

Some Examples of Personal Constructs and Related Value Statements

	Construct		A Value Statement
	Similarity Pole	Difference Pole	"I want ..."
1.	I was interested in what was going on because my mind was challenged	I was bored because I didn't need to think	to have interesting challenging activities
2.	I was independent and decided when to go and come	I had to go and come because of other's wishes	to be independent; to decide when I come and go
3.	I could express myself in my most natural way	I was inhibited from my natural ways of expression	to express myself in my most natural way
4.	I was able to lead others	I had to follow the leadership of others	to lead others
5.	I was rewarded for what I did	I got nothing for my effort	to be rewarded for what I do
6.	It permitted me to grow and get ahead	It was leading to nowhere	to be able to grow and get ahead
7.	My efforts were recognized	No one recognized my efforts	my efforts recognized
8.	I got to do new, different activities	I had to do repetitious activities	to be able to do new and different activities
9.	It contributed to my safety and security	It left me less safe and more insecure than before	to be doing things that contribute to my safety and security
10.	I was able to be honest and fair	I had to be dishonest or unfair	to be honest and fair
11.	I was helping to improve my community	I wasn't helping my community	to help improve my community
12.	I was helping my family	I was not helping family members	to help my family
13.	I was winning	I was losing	to be winning
14.	I was learning about my heritage	I was learning nothing about my heritage	to learn about my heritage
15.	I was expressing my religious faith	I wasn't expressing my faith	to be able to express my religious faith
16.	I was standing up for what I knew was right	I wasn't standing up for what was right	to stand up for what I know is right
17.	I was creating new ideas	I was repeating old ideas	to create new ideas or things

	Construct		A Value Statement
	Similarity Pole	Differenct Pole	"I want..."
18.	I was building something	I wasn't building	to build something
19.	I was being efficient	I was wasting time	to be efficient
20.	I was developing a close friendship	I was isolated or superficial	to develop close friendships
21.	I was helping society	I wasn't helping society	to help society
22.	I was competing with others	I was cooperating with others	to compete with others
23.	I was making decisions	I was going along and being passive	to make decisions
24.	There was a lot of pressure	Little pressure existed	plenty of pressure in my life
25.	I was learning new skills	I wasn't learning	to be learning new skills
26.	I had power over others	I had no power	power over others
27.	I was in a beautiful, pleasing setting	The place was not attractive	to be in beautiful, pleasing settings
28.	I was adding to my expertise	I was not improving my expertise	to become a real expert
29.	I was supervising others	I wasn't supervising	to supervise others
30.	It was a stable, comfortable situation	It was unstable and dangerous	to have a stable, comfortable situation
31.	People were stimulated and excited	others were dull and unexcited	to be where people are stimulated and excited
32.	I had a chance to gain a lot, quickly	I had little chance to gain much	to be able to gain a lot, quickly
33.	I was contributing to moral standards	I was not helping moral standards	to contribute to moral standards
34.	I was exerting myself physically	I was not physically active	to have physical exertion
35.	I had enough free time to relax	I didn't have time to relax	enough free time to relax
36.	I was being romantic and soft	I couldn't be romantic	to be able to be romantic and soft
37.	I was self-sufficient	I was dependent	to be self-sufficient
38.	I was improving the meaning of life	I was maintaining physical needs	to improve the meaning of life
39.	I was aware of broader perspectives	I was only aware of immediate activity	to be aware of broader perspectives

	Construct		A Value Statement
	Similarity Pole	Difference Pole	"I want..."
40.	I was responsible for what happened to others	I was passive and not responsible	to be responsible for others
41.	It was leading to a comfortable, prosperous life	I wasn't gaining	to lead a comfortable, prosperous life
42.	I was having an exciting life	It was boring	to have an exciting life
43.	I was making a lasting contribution	It was meaningless over the long run	to make a lasting contribution
44.	I was contributing to peace in the world	I wasn't helping with peace	to contribute to world peace
45.	I was promoting equality and brotherhood	I wasn't promoting brotherhood	to promote equality and brotherhood
46.	I was contributing to the security of my family	My family wasn't made more secure	to contribute to the security of my family
47.	I was adding to a feeling of inner harmony	It didn't help inner harmony	to have a feeling of inner harmony most of the time
48.	I was expressing love and sexual intimacy	There was no intimacy	to express love and sexual intimacy
49.	It was enjoyable and leisurely	It wasn't pleasant	lots of times which are enjoyable and leisurely
50.	My self-esteem was increased	My self-esteem was hurt	to do things which increase my self-esteem
51.	I was keeping alive a close friendship	I was doing nothing to keep friendships going	to keep alive close friendships
52.	I was gaining wisdom and a more mature understanding of life	I gained no wisdom	to gain wisdom and have a mature understanding of life
53.	I was producing a real product	I wasn't producing anything	to produce real products
54.	I was helping another person	I couldn't help anyone	to help others
55.	I was expressing my uniqueness and differentness	I couldn't express my uniqueness	to express my uniqueness and differentness
56.	I was exercising and staying fit	I was not moving and I was getting flabby	to stay fit and get plenty of exercise
57.	I had companionship and closeness	I had no companionship	companionship and closeness
58.	I was able to appreciate nature	I couldn't appreciate nature	to appreciate nature

	Constructs		A Value Statement
	Similarity Pole	Difference Pole	"I want ..."
59.	I was escaping from unpleasant realities	I couldn't get away from the unpleasant	to be able to escape from unpleasant realities
60.	It was aesthetic and enriching	It was ugly	to do things which are aesthetically pleasing and enriching
61.	I was entertained, stimulated and taken care of	I had to do everything for myself and	to be entertained, stimulated, and taken care of
62.	I was advancing toward worthwhile ends	I was getting nowhere	to be advancing toward worthwhile ends
63.	I was attaining and enjoying material comfort	There was very little material comfort	to attain and enjoy material comfort
64.	I was serving others	I was not being of service	to serve others
65.	It was adventurous	It was predictable	to do things which are adventurous
66.	I was doing my duty	I wasn't doing my duty	to do my duty
67.	I was alone	I was with others	to be alone when I want
68.	I was gaining status	It did not affect my status	to gain status
69.	I was socializing	I wasn't socializing	to socialize a lot
70.	I was achieving something important	Nothing important was being achieved	to achieve something important
71.	I was showing my competence	I wasn't being competent	to show my competence
72.	I was respected	I wasn't getting respect	to be respected
73.	I was nurturing someone	I wasn't being nurturing	to nurture someone
74.	I was getting approval	I was not getting approval	to be approved
75.	I was tender	I was not being tender	to be able to be tender
76.	I was giving or getting support	No support was involved	to give and/or get support
77.	I had complete privacy	I couldn't have privacy	complete privacy when I want it
78.	We had real intimacy	We were superficial	real intimacy
79.	I was being sensitive	I wasn't being sensitive	to be able to be sensitive when I want

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	Construct		A Value Statement
	Similarity Pole	Difference Pole	"I want..."
80.	I was admired	I wasn't admired	to be admired
81.	I had sexual appeal	I was not seen as sexually appealing	to have sexual appeal
82.	I was with someone who was very compatible	I wasn't compatible with who I was with	to spend lots of time with compatible people
83.	We were very inter-dependent	There was no inter-dependence	to be interdependent with others
84.	There was a great deal of openness	There was no open-ness	to have openness in my interactions
85.	Someone took care of me	No one took care of me	Someone to take care of me
86.	I was political	I wasn't political	to be political
87.	I was being spiritual	I wasn't being spiritual	to be spiritual when I want
88.	I was out-of-doors	indoors	to spend lots of time out-of-doors
89.	I was repairing some-thing	I was not repairing	to repair things
90.	I was organizing some-thing	I was not organizing	to organize things
91.	I was listening to good music	Music was unavailable	to listen to good music a lot
92.	I was traveling	I was staying in familiar territory	to travel a lot
93.	I was engaged in sports	No sports	to be involved with sports a lot
94.	I was being a good father (or mother)	I wasn't doing any-things related to my father-role (or mother-role)	to be a good father (or mother)
95.	I was growing something	I wasn't involved with growing	to work in the soil and grow things
96.	I was being sensual	I wasn't sensual	to be sensual more often
97.	I was gaining more freedom	There was no gain in freedom	more freedom
98.	I was helping someone else feel good	I wasn't helping anyone feel good	to help someone feel good
99.	I was learning new things	I wasn't learning	to learn new things

	Constructs		A Value Statement
	Similarity Pole	Difference Pole	"I want..."
100.	I was choosing what I do	I had little choice	to choose what I do
101.	I was doing family activities	It wasn't related to the family	to be involved with a lot of family activities
102.	I was being a participant (no leadership)	I was partly responsible for what happens to others	to be a participant and not be responsible for leading
103.	I felt valued	It didn't seem I was valued	to be valued
104.	It was energizing me and decreasing my fatigue	It was not energizing	to be involved in energizing activities
105.	My mind was wandering (daydreaming)	My mind was focused on a given task	to be able to daydream a lot
106.	I was fantasizing	I was involved in concrete thinking	to be able to fantasize

SOME CONSTRUCTS REFLECTING NEGATIVE AFFECT

	Construct		A Value Statement
	Similarity Pole	Difference Pole	"I want..."
1.	There was a lot of pressure	There were no demands on me	to avoid pressure
2.	I was doing repetitious tasks	I had variety in what I was doing	to avoid repetitious activities
3.	I was exhausted	I was rested and ready	to avoid getting exhausted
4.	I was worrying about the future	I was enjoying the moment	not to worry about the future
5.	I didn't have enough time	I had enough time	to have enough time
6.	I was worrying about financial concerns	I was not aware of financial concerns	not to worry about money
7.	I was paying close attention to details	I was unfocused and aware of lots of things	not to have to pay attention to details
8.	I was irritated with others	I was accepting and appreciating others	to avoid situations where I am irritated by others
9.	Others' incompetence caused unsatisfying outcomes	I was unaffected by the incompetence of others	to avoid suffering the effects of others' incompetence
10.	I was lonely	I felt connected and involved with others	not to feel lonely
11.	I was inhibited	I felt free to do what I felt like doing	to avoid situations where I feel inhibited
12.	I was tired and bored	I was involved and refreshed	to keep from getting tired and bored

APPENDIX D

WORDS WHICH MAY DESCRIBE YOUR USABLE SKILLS

WORKING WITH DATA

SKILLS	EXAMPLES OF USING SKILLS
Synthesizing	
Problem-solving	Budgeting monthly salary
Imagining, visualizing	Developing new ways of organizing a report
Inventing, creating	Writing a clever letter
Designing, developing	Developing a recipe
Creating - images, shapes	Arts, crafts, sculpture projects
Creating - words, music	Writing, composing, acting, directing
Dealing with colors	Decorating, making clothes
Visualizing third dimension	Making drawings, models, blueprints
Experimenting, improvising	
Forecasting, foresight	Planning a vacation week
Perceiving intuitively	Sizing up a complex situation accurately
Relating abstract ideas	Explaining trends in politics
Operating in unstructured environment	Carrying out a task with few outside instructions
Writing	Preparing a report
Coordinating	
Reviewing, evaluating	Thinking about how it went
Organizing own time	Planning, carrying out a project
Initiating projects	Starting paper drive
Self-direction	Deciding on a new class
Risk-taking	Sticking up for someone in a fight
Decision-making	Buying a car
Policy-making	Rules for kids
Trouble-shooting	Helping improve relations between co-workers
Leading, motivating others	Leading field trip, cheerleading
Promoting change	Starting recycling center
Developing, planning materials	Setting up a workbook
Setting goals, achieving	Deciding to get a college degree
Reviewing, evaluating	Evaluating someone's performance on a task
Analyzing	
Analyzing things, ideas, data	Analyzing ingredients in recipe
Diagnosing	Tracing problems to source
Systematizing	Laying out tools in order of use
Separating important from unimportant	Cleaning out attic, listening to complaints
Seeing need for more information	Getting information on plant disease

*Arranged in categories of Data-People-Things used in the Dictionary of Occupational Titles.

WORKING WITH DATA (continued)

SKILLS	EXAMPLES OF USING SKILLS
Analyzing (continued)	
Finding ways to speed up a job	Redoing housecleaning routine
Reading	Understanding difficult instructions
Editing	Improving a child's school paper
Translating, interpreting	From one language to another, or from technical jargon into plain English
Counseling, guiding	Helping someone who doesn't know what to do
Analyzing costs	Grocery shopping
Working within budget	Painting house
Compiling	
Gathering information, interviewing	Calling about price estimates
Inspecting	Checking child's work
Testing, screening	Cooking, deciding what to wear
Accurate reporting	
Organizing, classifying	Doing the laundry
Exploring, discovering new things	Beachcombing, mushroom hunting
Memory for facts	Remembering birthdays
Musical knowledge	Rhythm, tonal memory
Memory for designs, faces	Identifying people at class reunion
Using visual communication	Making signs
Layout	Designing poster, cartoon
Expressing self clearly	Describing a past event
Listening	Hearing what is implied
Describing, defining	
Perceptive, good interpersonal communication	Hearing what a friend is saying
Memory for names, places	Finding restaurant again
Working with accuracy	Using procedures, words, numbers correctly
Developing budget	Family budgeting
Bookkeeping	Keeping club records
Memory for numbers	Remembering Social Security number
Computing	
Computing numbers	Checkbook, arithmetic
Mathematical problem-solving	
Managing money	Checking account, bank, store

WORKING WITH DATA (continued)

SKILLS	EXAMPLES OF USING SKILLS
Copying	
Copying, recording	Transferring information, manuscripts
Taking inventory	Checking on pantry, shop supplies
Keeping financial records	Checkbook
Tolerating repetition	Washing dishes
Comparing	
Paying attention to details	Embroidering design on shirt
Comparing, perceiving similarity	Compsring different brands in supermarket
Observing, surveying	Watching someone closely
Examining, inspecting	Determining if a child has measles
Diagnosing, determining	Deciding if food is cooked
Matching colors and textures	Painting a room
Proofreading	Checking a report
Filing, classifying, retrieving	Data, material, information

WORKING WITH PEOPLE

Mentoring	
Raising others' self-esteem	Making someone feel better
Providing support, encouragement	Comforting someone who is sick
Counseling	Helping someone decide
Healing, curing	Giving child a chestrub
Developing rapport	Establishing a relationship with a stranger
Drawing out people	Helping a shy neighbor to talk
Negotiating	
Representing others, liaison work	P.T.A.,neighborhood committees
Accepting different opinions	Polling friends about election
Recruiting	Getting the right people together to do something
Mediating conflict	Settling dispute between co-workers
Negotiating, debating	Arguing for a different approach
Risk-taking	Choosing an option in spite of possible problems
Promoting change	Organizing a block-parent group
Decision-making	Choosing best of several options
Persevering	Keeping at it in spite of barriers
Confronting others with difficult matters	Telling someone they didn't make the team
Sharing credit, appreciation	Working on a team

WORKING WITH DATA (continued)

Instructing	
Teaching	Teaching Sunday School
Coaching	Showing someone how to sew
Leading discussion	Leading study group discussion
Supervising	
Initiating projects	Starting a family activity
Leading, motivating others	Getting others to want to do things
Directing others	Assigning tasks, checking progress
Reviewing, evaluating	Checking up on lawn work
Organizing people	Starting a cub scout den
Diverting	
Creative writing	Writing special holiday letter
Composing	
Acting, dancing	
Singing, playing instrument	Playing in high school band
Directing	Putting on a play
Modeling, demonstrating	Showing new equipment
Public speaking	Toastmaster
Public sports	Playing on a volleyball team
Conducting public affair	Putting on a large party, bake sale
Using sense of humor	Telling jokes
Persuading	
Initiating relationships	Talking with stranger on bus, plan
Developing rapport, trust	Dealing with co-worker
Promoting, selling things	Selling materials, products
Promoting, selling ideas	Changing someone's mind
Relating to many kinds of people	Activity in church, P.T.A.
Advertising, publicity	Advertising garage sale
Speaking, signaling	
Expressing self clearly	Ordering materials
Describing, defining	
Using visual communication	Writing on blackboard, gestures
Talking, speaking	Talking on the telephone
Perceptive, good inter-personal communication	
Serving	
Caring for others	Raising children
Providing pleasant surroundings for others	Decorating house
Helping	Supporting someone in need
Caring for animals	Keeping pets

WORKING WITH THINGS

SKILLS	EXAMPLES OF USING SKILLS
Precision Working	
Fashioning or shaping	Sculpture
Dealing with shapes, spaces	Architectural design
Drafting, designing	Interior design
Illustrating, drawing	
Layout, pasteup	Designing poster
Playing musical instrument	
Speed precision working	Machining
Finger dexterity	Throwing pots, sewing
Operating-controlling	
Operating machines	Keypunch, calculator, computer, typewriter, adding machine, cash register, sewing machine
Operating tools	Drills, mixers
Driving-operating	
Operating equipment	Car, truck, boat, motorcycle, tractor
Manipulating	
Assembling	Kits, models
Constructing, building	Carpentry
Fixing, repairing	Painting, appliance repair
Sports, physical coordination	
Hiking, camping, outdoor activities	Going on a camping trip
Cooking, cleaning	
Growing, caring for plants	
Handling	
Obtaining materials	
Filing, retrieving	
Lifting, pulling, pushing, balancing	

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COORDINATOR'S GUIDE

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MODULE GOAL AND OBJECTIVES

MODULE GOAL

To provide counselors, teachers, and other guidance personnel with the knowledge and skills to clarify a student's values and skills by eliciting the student's unique perceptions. A participant who has successfully completed this module can help other persons describe what they want and what they can do. The methods work best with teenagers and adults who express interest in self-assessment and career planning. The methods can be used with individuals being seen singly or in classes and other group settings.

MODULE OBJECTIVES

On successful completion of this module, you will be able to do the following:

1. Describe the benefits of individualizing the process of clarifying career-related values and skills.

This objective is achieved when the participant includes in a written statement one of the following benefits of individualizing:

a. An individual is not restricted to the use of previously-designated dimensions when describing what she/he values and she/he can do.

b. An individual can use special concepts which have personal meanings of a unique nature when describing what she/he values and she/he can do.

c. The dimensions which are identified are more likely to be the ones the individual uses to anticipate future events than are dimensions identified by other means.

d. There are opportunities for greater variety in self-descriptions and flexibility in ways of describing one's self.

The objective can also be demonstrated by selecting 66% of the correct answers, and no more than 33% of the incorrect answers, from a list of statements, half of which are correct.

2. Use individualized techniques to help individuals identify and describe their career-related values.

Successful achievement of this objective requires a script prepared by the participant to demonstrate the use of an individualized technique of clarifying his or her own values. The script must include prioritized values statements which can be traced to a list of personal constructs identified by the participant when distinguishing among specific events called "Time-Space Units" (TSU's).

3. Use individualized techniques to help others identify and describe their career-related skills.

Successful achievement of this objective requires the participant to prepare a statement describing his or her most usable skills organized in at least three clusters which have been prioritized by the participant. The use of an individualized technique to identify these skills will be verified when the participant describes past events in which selected skills were demonstrated.

4. Devise a means of adapting the individualized methods for use in other settings.

This objective is achieved when the participant prepares a plan for using the individualized techniques described in this module. Successful achievement of the objective requires that the plan have the following components:

a. A class of referents which can be used to identify specific events or objects.

b. The identification of feelings associated with specific instances.

c. A sorting process where personal constructs or skills are elicited.

d. A method of selecting the more important values or skills from a list.

e. The preparation of value statements or skills clusters.

f. A method of prioritizing and articulating a summary of values and/or skills.

COORDINATOR'S ROLE AND FUNCTIONS

The coordinator's role is very important in that the activities in this module are complex and subject to a wide range of interpretation. The following general guidelines may assist you.

Set the Tone:

Since this is a process where participants explore aspects of their own lives, the tone is serious, yet relaxed and nonthreatening. Show by your words and actions that the participants are being taken seriously and that they can also joke around when they wish. Let each individual know that she/he is responsible for his/her level of involvement and the decision to continue with each step of the process. Let participants know that there are no "correct answers" with respect to personal self-assessment and their choices of values and priorities.

Set the Pace:

Because of the extensive agenda and complexity of tasks. it is easy for some participants to get bogged down and behind the pace of the suggested schedule. It is the coordinator's responsibility to keep aware of each participant's pace. Individuals who are moving ahead should be encouraged to complete semi-optional sections with more detail and depth, while slower-moving individuals should be encouraged to sample these sections rather lightly. The coordinator may also select a "pacing monitor" from each group of four and ask that person to assist in the pacing of the small groups.

While the pacing should remain flexible, slower participants will require prodding. Times for breaks and the initiation of new activities should be posted prior to the workshop and, after frequent checks, revisions in the schedule should be posted and announced.

Facilitate:

The tasks in this module can be accomplished in a number of ways, so each individual has a good deal of freedom and responsibility for her/his own approach. The coordinator's primary role is to encourage

each participant to focus as much attention and effort as possible. The participants remain in control of the specific methods and products while the coordinator promotes the environmental conditions to maximize each participant's gain.

Evaluate:

Check frequently to see that individuals are getting from the workshop the primary objectives set by the workshop sponsors and each participant. See that each participant gets feedback at several points and check that the objectives of the module are compatible with those of individuals participating in the workshop.

SPECIFIC FUNCTIONS OF COORDINATOR

(A CHECKLIST FOR MODULE PROGRESSION)

PRIOR TO THE WORKSHOP:

1. Read the module and go through the activities described in the module.
2. Assemble the following materials and resources:
   a. Reserve a room with tables which provide each particiipant with at least 3' by 3' table top. The room or rooms should also permit participants, in groups of four, to converse while they progress through the activities.
   b. Assemble a numbered packet for each participant which includes a writing tablet, 30 3x5" index or recipe cards, and the module. If you plan to reuse the module booklets, make an extra copy of the following pages for each participant.
      1. The Individualized Self-Report form (P. 13)
      2. The Normative Rating Sheet (P. 14)
      3. The Sorting Worksheet (P. 56)
      4. An Expanded TSU page for Identifying Skills (P. 33)

At the Workshop

(For a more detailed description of directions, see the portion of this Coordinator's Guide titled, "Suggested Methods.")

1. Introduce yourself and describe the format of the workshop.

2. Start the participants on Activity 1 which includes the reading of the Introduction, responding to two Self-Report forms, (a) Individualized Self-Report and (b) Normative Rating Form, and a comparison of each form when responding to certain questions.

3. Have the participants assess their attainment of Objective 1 and arrange for feedback.

4. Introduce Objective 2 and start participants on Activity 2, a sampling of an individualized approach to the clarification of their values.

5. Arrange for the assessment of Activity 2 and facilitate feedback of this assessment.

6. Introduce Objective 3 and start participants on Activity 3, using an individualized technique to clarify skills.

7. Arrange for the assessment of Objective 3 and facilitate feedback on the outcomes of Activity 3.

8. Introduce Objective 4 and start participants on Activity 4, the application of the techniques in other settings. Facilitate practice of the application using the simulation case study, followed by the application to a specific clientele and setting designated by each participant.

9. Arrange for the assessment of Objective 4 and the communication of feedback to individual participants.

10. Conduct a closure session by summarizing primary objectives and outcomes. Answer questions and provide sources for further assistance.

11. Conduct a brief final evaluation, asking for reactions to the complete workshop.

SUGGESTED METHODS

GREETING PARTICIPANTS AND SETTING GUIDELINES (20 MINUTES)

Introduce yourself and paraphrase the goals and objectives of the module. It may be useful to have the participants read page 1 of the module immediately after you have stated the goals and objectives.

Briefly describe the format of the workshop, including the tentative time schedule and the policies for food and rest breaks. Let them know that there is not a need for a regimented schedule because much of the activity is controlled by the individual participant. However, a schedule is needed to provide the coordinator with opportunities for introducing new activities and gauging the relative progress of the participants as they move through the various activities. It is especially important that the coordinator introduce each of the four activities with a brief overview of that section.

In the introductory remarks, the coordinator should make it clear that each participant will be asked to clarify his or her own values and skills during this workshop. Participants who are resistant to such personalized activities should be encouraged to modify their attitudes about this matter or leave the workshop before the second activity is started.

Objective 1, Activity 1 - Finding Benefits of Individualizing (60 minutes)

1. Introduce this activity by asking each participant to read the section of the text titled, "Reasons to Individualize When Clarifying Values and Skills." Most participants will finish this in about five minutes.

2. When all have read the introduction, ask that they continue to read and follow the four steps of Activity 1. In the first step, they are asked to fill out the Individualized Self-Report. While a blank Self-Report form is enclosed in the module, distributing an unattached copy of the form to each participant will permit reuse of the module booklet.

3. When most have finished filling out the Self-Report form, ask them to join with a few others to form groups of four. Ask them to read through the rest of the directions for Activity 1 and follow

the suggestions described in four steps. You will need to coordinate their movement through the four steps of Activity 1 because most participants will want to talk about each step of the activity for an extended period. You may need to remind them that the module cannot be completed in the alloted time if the suggested times are not followed fairly closely. Let them know that the nature of the material elicited by these questions usually does result in complex and interesting discussion issues. However, the objectives of the module include several outcomes beyond the stimulation of interesting discussion issues. You can expect that your request to move on to the next step will result in feelings of frustration and complaints that personal issues are often left undiscussed.

4. After finishing Step 2, participants compare the personal information reported in the Individualized Self-Report and the Normative Rating Form, using three questions presented in Step 3. After finishing Step 4, a brief discussion of the relevance of the different approaches to self-assessment, participants are requested by the coordinator to read and complete the tasks designed to assess the attainment of Objective 1.

The Assessment of Objective 1 (10 minutes)

Ask participants to respond to Part 1 of the assessment task, writing a short statement about the benefits of individualizing self-assessment efforts, and then Part 2, choosing statements which describe the benefits.

You may wish to collect the results and evaluate them yourself or ask each participant to select an assessment partner who can score the results according to the answers you supply from the coordinator's guide.

Criteria for completing Objective 1 are as follows:

The participant has satisfied Objective 1 if she/he identified [illegible] of the three statements (B, C, and F) in Part 2, while not choosing more than one of the incorrect statements, (A, D, and E).

When evaluating the comparison of the two Self-Report forms in Part I, look for at least one benefit which corresponds to one of those described in statements B, C, and F on Part II. Also give credit if the participant mentions the greater variety and flexibility permitted when using the Individualized Self-Report form.

Objective 2, Activity 2 - Clarifying Values (2½ hours)

Ask everyone to begin Activity 2 by reading the introductory remarks and Part I of the model Values Clarification Process in Appendix A. Each participant can then return to Activity 2 directions, the suggestions for sampling the six steps of the model process. When sampling the six steps it will probably be necessary to read sections of Appendix A again, especially the example given at the end of Part I.

The coordinator should demonstrate some of her or his own personal constructs when participants are completing Step 3 of the process. It also helps to refer the participant to the list of examples in Appendix C when Step 3 is being tried. Encourage participants to compare products with one or more members of the four-person groups formed in Activity 1.

After one-and-a-half hours of Activity 2 have passed, urge participants to start their script-writing as required in Step 6, if they haven't already started that step. For those who have completed a script by that time, there should be encouragement to try Parts II or III of the model process described in Appendix A.

After two-and-one-half hours have been devoted to Activity 2, you should start the assessment phase of the activity.

The Assessment of Objective 2 (30 minutes)

Ask each participant to exchange scripts and sorting worksheets for constructs with assessment partners and evaluate each other's products using the following criteria.

Criteria for Assessing Objective 2

The primary criteria for assessing Objective 2 are signs that the written script includes value statements which were derived from personal constructs, and that the personal constructs can be

traced to the process whereby the person distinguished among personal events (TSU's) in his/her life.

The following check-off list should be used for assessing the written product and for providing feedback to the participant:

1. Does the script include at least three value statements which identify qualities and objects in the person's life which are considered of significant worth to that person?

2. Do the value statements use personal constructs, or parts thereof, elicited in Step 3 of the six-step process?

3. Are the personal constructs used for making value statements associated with positive feelings identified in Step 2? To check this, trace constructs used in value statements to TSU cards which have positive feelings described on the back. Successful completion of Objective 2 is assessed by the tracing of at least three value statements listed in the script to specific constructs, which can be traced to specific TSU's which show associated feelings indicative of values.

If there is evidence that these three questions can be answered affirmatively the person has achieved Objective 2.

Objective 3, Activity 3 - Identifying Skills (1½ hours)

Ask each participant to read the introduction to Activity 3, "Using an Individualized Technique to Clarify Skills." In the introduction is an exercise where participants are asked to identify at least 13 skills from an expanded TSU description about a picnic for watching boat races. Some examples of skills demonstrated in that expanded TSU are shown below.

1. Keeps abreast of current events.
2. Takes initiative; makes decisions quickly.
3. Checks on accuracy of information; verifies data.
4. Investigates potential problems before they happen.
5. Ensures that schedules can be coordinated.
6. Locates information by using appropriate resources.
7. Creative planning with sensitivities to aesthetic considerations.

8. Follows complex written directions.
9. Anticipates potential problems; devises preventive measures.
10. Interacts easily with others over extended periods.
11. Plans so as to prevent serious problems at the time of emergencies.
12. Deals with medical emergencies using extensive first aid knowledge.
13. Plans to create a spirit of satisfaction among participants.

It may be helpful to make copies of these skills and distribute them to participants after they have attempted their own descriptions of the skills demonstrated prior to and during that picnic.

After each participant has tried this exercise and read through Appendix D, a list of many skills which might be used, she or he is ready to complete Activity 3. When completing Activity 3, the participant samples activities described in each of the six steps for about ten minutes. After about sixty minutes it will be time to start the assessment process for Activity 3.

The Assessment of Objective 3 (10 minutes)

Ask each participant to exchange products of Step 6, the prioritized clusters of skills, with the person designated to be his or her assessment partner. Have each partner use the following criteria for assessing the attainment of Objective 3:

Criteria for Assessing Objective 3

The following checklist uses the primary criteria for assessing Objective 3, the identification of usable skills:

1. Does the participant have at least three cards showing clustered skills?
2. Have the clusters been rank ordered as to their value or importance for the participant?
3. Is there a supporting list of at least 20 skills which were used to form clusters?
4. Can the skills be traced to specific events or activities in the person's life where the person demonstrated the skill?

Sample this by choosing five skills and ask the person to describe earlier events where that skill was demonstrated.

If there is evidence that each of these questions can be answered positively, the person has successfully attained Objective 3.

Objective 4, Activity 4 - Adapting the Techniques (1 hour)

With at least one hour remaining, all participants should start Activity 4, the adaption of the individualizing techniques to the other settings where they will be applied to specific groups. Ask participants to practice their adaptation skills using the simulation case provided in Activity 4. The criteria for assessing the adaptation efforts show how the simulation case could be handled using the techniques taught in this module. Encourage the assessment partners for each participant to go over the plans developed for the simulation case, using the criteria included below. After every participant has has had an opportunity to adapt the techniques to the simulation case and then used the criteria for evaluation, she/he will be ready to apply the techniques to a setting of his or her own choosing.

Ask each participant to develop a plan for adapting the techniques to a setting of his or her own choice, where the expected clients for the processes are named by the participant. The participants should be able to develop a plan in about twenty minutes.

The Assessment of Objective 4 (20 minutes)

When the plans have been completed ask participants to exchange plans and apply the assessment criteria listed below. If the plan has four of the six components listed as criteria for Objective 4, it can be judged to be acceptable. If circumstances permit, it would be even more valuable if the coordinator collected the plans and returned them after a more thorough evaluation.

Criteria for Assessment of Objective 4

Does the plan have the following components?

1. A class of referents which permits the individual to identify specific events, objects, or symbols which subsequently can be used for eliciting personal constructs and/or skills.

Example from simulation case:

Each student is asked to recall and briefly describe previous class sessions. The instructions encourage the identification of some previous classes which were very satisfying, some which were neutral, and some which were very unsatisfying.

2. Directions, with examples, which encourage the individuals to identify feelings associated with the specific referents described in Step 1.

Example:

The student is asked to describe one or more feelings connected with the specific class sessions identified in Step 1.

3. A sorting process is suggested which encourages the individual to identify constructs or cognitive descriptors which she/he used to distinguish between specific referents described in Step 1. This sorting process may also identify skills.

Example:

Each student is asked to distinguish among classes described in Step 1 by selecting any three specific class sessions and describing how two of the three are alike and different from the third. A personal construct is identified to characterize the key aspects which were used in the descriptors.

The student is encouraged to compare and contrast various combinations of classes to elicit several constructs, which are listed for subsequent use.

4. Directions assist each individual in the identification of those constructs listed in Step 3 which are most useful to describe the conditions the person wants at some future time. Directions encourage the student to use feelings associated with certain referents as guides when identifying the most useful constructs. The most useful skills may be identified in a similar manner.

Example:

Each student is asked to pick those class descriptors elicited in Step 3 which would be most useful for describing a future class which she/he would expect to be very satisfying. Classes associated with the most positive feelings will help the individual identify special constructs.

5. Each individual is asked to identify three to seven constructs which are representative of the elicited constructs, and to write value statements which describe what she/he wants in the future. Three to seven skill clusters can be chosen in a similar manner.

Example:

Each student is asked to write four statements using four different constructs representative of those used in Step 4. Each statement should describe what the student has found satisfying and beneficial in previous classes.

6. The individual is next asked to write a script about an anticipated event when she/he is involved in valued activities which result in personal satisfactions. This script includes the value statements which were written in Step 5.

Example:

Each student is asked to combine the value statements in Step 5 so as to describe a future class session which she/he would probably find very satisfying or beneficial.

Alternative Plan for Activity 4

As an alternative approach to Activity 4, the coordinator may wish to form new groups for discussion of practical applications of the methods demonstrated in Activities 2 and 3. For such an alternative, it is useful to have individuals from similar work settings get together for discussions of application. If each group is asked to devise an application example, the final activity of the workshop can consist of verbal reports from each group to members of other groups.

NATIONAL CONSORTIUM COMPETENCY-BASED STAFF DEVELOPMENT RESOURCES

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
   Barbara Sanderson and Carolyn Helliwell

2. Program Development Model
   Charles Dayton and H. B. Gelatt

3. Assessing Desired Outcomes
   Charles Dayton

4. Assessing Current Status
   Phyllis DuBois

5. Establishing Program Goals
   Charles Dayton

6. Specifying Student Performance Objectives
   Laurie Harrison

7. Selecting Alternative Program Strategies
   H. B. Gelatt

8. Specifying Process Objectives
   Barbara Pletcher

9. Developing Program Staff
   Barbara Pletcher

10. Trying Out Activities and Monitoring Early Implementation Efforts
    Steven M. Jung

11. Conducting Summative Evaluation (Cost-Impact Studies)
    Jean Wolman

12. Communicating Evaluation Results
    Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

14. Designing Programs for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

15. Providing Life/Career Planning for Women and Girls
    Janice M. Birk

16. Providing Career Guidance for Young Women
    Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
Susan L. McBain

18. Helping Students Explore Work and Leisure Options
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19. Planning a Career Resource Center
Robert A. Wood, Neal Rogers, and Clella Klinge

20. Developing People Relationship Competencies for Career Resource Center Technicians
Jill Paddick and Dale Dobson

21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
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22. Planning Pre-Employment Programs
Joyce Fielding and Marvin Fielding

23. Conducting Job Development Programs
Joyce Fielding and Marvin Fielding

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26. Imaging Futuristic Career Guidance Goals
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

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28. Using Change Agent Skills to Manage Career Guidance Program Development
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31. Developing and Conducting In-Service Programs
Al Stiller

32. Providing Leisure Information in the Career Resource Center
Ron Klein and Robert Swan

33. Developing Career Center Resources for Faculty Use
Marlene Fredricksen and Robert Swan

34. Providing Career Guidance in a Group Setting
Perry Samuels

35. Personalizing Career Guidance Assessment Information Through Group Counseling
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36. Clarifying and Articulating Individual Values and Skills for Career Planning
Jerald R. Forster

37. Helping Parents to Help Adolescents in Career Exploration
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38. Helping Young Adults Make the School-to-Work Transition
Sherri Johnson, C. D. Johnson, and Niel Carey

39. Helping the Community Help Students with Career Development
Richard Lutz and Jim Crook

40. Establishing Community-Based Employment Programs
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Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

44. Counseling Needs of the Older Adult
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47. Helping Elementary School Students Develop Decision-Making Skills
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50. Becoming Resource Resourceful
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

51. Making Change Happen: Learning a Systematic Model for Change
Libby Benjamin and Garry R. Walz

52. Making Change Happen: Overcoming Barriers to Change
Libby Benjamin and Garry R. Walz

The National Consortium has also produced a catalog of competency-based programs and lists of desirable competencies for providing comprehensive career guidance.

53. Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies--Second Edition
Susan L. McBain, Compiler